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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT **analyze the impact of the great migration and the Harlem Renaissance.** | 5.2.4.g Analyze the shift of African-American demographics from the rural South to the urban/industrial north and west during the Great Migration and the consequences of the migration on regions. **(Great Migration, racial tension)**  5.2.4.h Analyze the relationship between the arts and social and political changes, such as the Harlem Renaissance, the rise of youth culture, the leisure culture, radio and motion pictures, the Jazz Age, and the “lost” generation. **(Harlem Renaissance, effects of leisure culture, homogenization of culture through radio and movies, Jazz, Charles Lindbergh, “lost” generation)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will create their own Jazz Age Art. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * Think back to what we have learned in this unit. List three push factors for why people moved to America and three pull factors. | |
| **LESSON CYCLE: GO** | **OPENING. (20 min.)** | |
| * Think back to what we have learned in this unit. List three push factors for why people moved to America and three pull factors. * Review Refugees and Illegal immigration | |
| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will follow along on the powerpoint as we discuss the Great Migration and Harlem Renaissance. They will see the link between the two and watch a short video clip of the Great Migration. | |
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| **GUIDED PRACTICE. (30 min.)** | |
| Students will analyze art from the Harlem renaissance. Students will learn to identify the political and social problems that the artists address and use the art to understand the time period. | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| * Students will along on their worksheet and create a piece of art that reflects the political and social struggles of the Harlem Renaissance but base their art on a an issue in modern America. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: Finish your Jazz Age art** | |
| **REINFORCEMENT** |  | | |